



COMPARISON OF THE PERCEPTION OF THE TEACHERS OF HINDI AND ENGLISH MEDIUM SECONDARY SCHOOL TOWARDS DECISION MAKING STYLE PREFERENCES OF THEIR PRINCIPALS

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INTRODUCTION

Decision plays an important role in everyday life. There is always a constant choice, among various course of action which guides the behavior. Indeed the process of decision-making may constitute one of the highest form of human activity (Rajaram, 1995), There is notion that decision making is the heart of administration Simon and March (1958) have propagated the decision making in the heart of the key process of an organization and this should be followed to understand its progress. The decision-making is regarded as a complex and multidimensional in character by all disciplined. It is often stated that decision-making consists of two important tasks **“finding the right question and making solution effective.”**

The importance of decision-making in educational institution has been recognized as a key function required by the administrators. The principal, being the head of the institution is regarded as the main administrators and as such, he is consider the foremost decision-maker, problem-solver and effective agent of social change in the school environment.

He ensured his decision is put into action. His problem is not solved until his decision is implement. In this course of action he seeks the cooperation of the teachers first and then of the students and of the office-staff. Since the teachers are entrusted upon improving and maintain of teaching-learning process, teacher-taught relationship, pupil-pupil relationship and even, the school-society relationship etc. So the teacher's role become most important in the principal's decision-making process and its execution. The manner through which the principal goes about making a decision is termed as the decision- making styles. The principal's decision-making style influences his behavior not only through imitation, but through determining its direction of strength and perseverance among teachers, pupils, office -staff and also in the society. Normally, the teachers play an important role in the decision= making process. Sometimes, they assist their principal in adopting a suitable decision-making style, sometimes they share the choosing of the decision-making style along with their principal and even in execution of the decision taken by their principal. The teacher perception on it appears to be the important one, But what the actual picture in the schools? To get the answer of this question, the present investigators decided to conduct the present study empirically. Further, as there appears to be somewhat different environment in the schools of Hindi and English medium in many respect. So the present investigation was carried out to compare the perception of teachers of Hindi and English medium higher secondary schools towards the

decision making style preferences adopted by their principals.

A- Initial Sample Strength	Male	Female	Total Teachers
Hindi Medium School Teachers	100	100	200
English Medium School Teachers	50	50	100
Total	150	150	300

B- Actual Sample Strength	Male	Female	Total Teachers
Hindi Medium School Teachers	100	100	200
English Medium School Teachers	40	50	90
Total	140	150	290

METHODOLOGY

The present study was conducted by following the normative survey research method. The study was delimited to the teachers working in the Hindi and English medium higher secondary schools of Tehri Garhwal and Uttarkashi districts of Uttarakhand state. Only those teachers were included in the study who were working permanently since more than five years in the schools.

Tools Used For Data Collection

The decision-making style preferences of the principals as perceived by the teachers were assessed by using a questionnaire develop and standardized by Leon Mann in 1982 to measure the decision-making style in adults. It is based on Janis and Mann's (1997) conflict theory of decision-making. This questionnaire has been named as Flinders Decision Making Questionnaire-II (DMQ-II) on the name of the Flinders University of south Australia, wherein Prof. Mann is working. DMQ-II measures the strength of decision-making in six styles, viz vigilance, hyper-vigilance, defensive-avoidance, rationalization, buck-passing and procrastination. It is a three- point Likert type scale consisting of 31 items. The questions are framed in such a way so as to be answered in the form of “true for me”, “sometimes true for me” and “not true for me” DMQ-II has been very widely used in Indian context, especially in the Annamalai University of Tamil Nadu by the scholars. Hence, it was employed in the present study.

Procedure for Data Collection

The investigators made contact to the principals and teachers in those institutions selected for the study. They talked to the

teachers and explained the objective of their study and thus convinced them for cooperating in responding the DMQ-II then the teachers were given the questionnaire and were asked to not to write up their names on the DMQ-II but only their sex so that very honestly and without fear they can give responses on the items of DMQ-II. Normally, DMQ-II was responded within half an hour duration of time. The responded sheets were collected back from the sampled teachers. This process was repeated for data collection in every institution selected under the study.

Scoring of the data was performed separately for the six decision-making styles as per subject's perception towards the decision-making style preferences of their principals.

Data Analysis and Discussion

The mean and S.D. values were calculated for the scores on the perception of teachers towards every decision-making style preference of their principal. Then the perception of the teachers of Hindi and English medium schools towards the decision-making style preferences of their principals were compared and difference between the mean-values and t-values were computed in terms of t-values and t-values were tested for the significance level. As such following table emerged out-

		V	H	D	R	B	P
U.M. Hindi	M1	8.714	5.536	3.962	4.764	3.890	4.198
N= 100	σ_1	3.280	1.987	2.135	2.233	2.150	2.503
U.M. English	M2	7.931	5.043	5.397	5.357	4.103	4.235
N= 40	σ_2	3.352	2.310	1.863	2.159	2.935	2.513
	df	0.783	0.293	1.435	0.593	0.213	0.037
	t-Value	1.309	0.742	4.242	1.550	1.223	0.084

		V	H	D	R	B	P
U.F. Hindi	M1	8.952	4.322	5.604	8.511	4.350	3.935
N= 200	σ_1	3.169	2.105	1.935	2.861	2.460	2.451
U.F. English	M2	9.850	3.667	4.405	8.031	4.210	4.911
N= 50	σ_2	3.130	2.267	2.831	3.153	2.013	2.476
	df	0.898	0.655	1.199	0.480	0.140	0.976
	t-Value	1.688	1.747	2.755	0.927	0.381	2.336

		V	H	D	R	B	P
Hindi	M1	8.954	5.116	4.333	5.422	4.411	4.329
N= 200	σ_1	3.376	2.398	2.566	2.073	2.370	2.672
English	M2	9.914	5.403	4.393	5.597	4.393	5.720
N= 90	σ_2	3.084	2.205	2.371	2.165	2.241	2.392
	df	0.240	0.287	0.060	0.173	0.018	1.391
	t-Value	0.683	1.444	0.223	0.716	0.071	5.087

M.S.D. and t-value exhibiting the comparison of the perception of the teachers of Hindi and English medium higher-secondary schools towards the decision-making style preferences of their principals.

The data presented in the table reveals that:

1. The perception of the Hindi as well as of the English medium school teachers (male/female and including both) has been found to be maximum degree similarly towards the vigilance decision-making style preferences of their principals. It indicated that medium of school does not put and impact on the urban teacher's maximum degree of perception towards the vigilance decision-making style of their principals.
2. The male teachers of Hindi as well as of English medium schools were observed to possess their minimum degree of perception similarly towards the buck-passing decision-making style preferences of their principals. It suggests that medium of school puts no any impact on the minimum degree of perception of the urban male teacher towards the buck-passing decision-making style preferences of their principals.
3. The female teachers of Hindi as well as of English medium schools were reported to have their minimum degree of perception towards different decision-making style preferences of their principals. It indicates that medium of school has been found to put its impact in producing the deviation on the minimum degree of their perception towards the particular decision-making style preferences of their principals.
4. In general, the teachers (including both male and female) of Hindi and English medium schools have been observed to have their minimum degree of perception towards different decision-making style preferences of their principals. It leads to deduce that medium of school affects to somewhat the minimum degree of perception of the teachers towards the deviation in the particular decision-making style preferences of their principals.
5. The degree of the perception of urban male English medium school teachers were reported to be better team to than to that male teacher of Hindi medium school towards the various decision-making style preferences of their principals except that on the vigilance and hyper-vigilance. But the degree of the difference between the perception of urban male teachers of Hindi and English medium schools could not be observed to be significant towards the various decision-making style principals except that for the defensive-avoidance decision making style preferences. It indicates that medium of schools puts the significant impact on the degree of the perception of the teachers towards only the defensive-avoidance decision-making style preferences.
6. The urban female Hindi medium school teachers were found to possess their better degree of perception than to those of English medium school towards the various decision-making style preferences of their principals except that on vigilance and procrastination decision-making styles. But the degree of the difference between the perception of Hindi and English medium urban school female teachers could not be reported up to a significant level towards the various decision-making style preferences of their principals except that for the Defensive-avoidance and procrastination decision-making styles. It indicates that medium of school makes a significant impact on the

degree of the deference of perception of the urban female teachers towards only on the defensive-avoidance and procrastination decision-making style preferences of their principals.

7. The teachers, in general, of the English medium school teachers were noticed to have their better degree of perception than to those of Hindi medium schools towards the various five decision-making style preferences of their principals except that on the buck-passing decision-making style preference. But the degree of the difference of the deference between the perception of Hindi and English medium schools. The teachers in general, of the English medium school teachers were noticed teachers could not be found up a significant level toward all the five decision-making style preference except than on procrastination decision-making style preference. It leads us to deduce that medium of school puts its impact on the degree of differences of the perception of the teachers towards only the procrastination decision-making style preferences of the principals. As such it is to be analyzed that medium of school puts the impact on the degree of perception of the teachers up to significant level towards only on the defensive-avoidance and procrastination decision-making style preferences of their principals.

It is hoped that findings of the study will make more aware to shared decision-making process by including the principals and teachers in the institution. The teacher's perception may become more sharpened on this issue. As such they may become more competent in adopting the peculiar decision-making style skillfully in providing their assistance to the principal in resolving the problem of conflict in their institution.

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